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ABSTRACT

The Higher Education Administrators' Institute for Teacher Training in Adult Basic Education was established to provide leaders, deans, and department chairmen of teacher-training departments in colleges and universities in the U.S. with leadership knowledge and skills necessary to organize and conduct programs for training teachers in Adult Basic Education. The program was implemented in three phases during FY71: (1) Planning and Commitment, (2) an Adult Education Workshop, and (3) Consultation. Of the 25 institutions funded by the Institute, 23 were conducting follow-up activities related to the Institute's goals. At 7 institutions, 19 new courses were added, and 5 new degree programs were started. Five other institutions not funded by the Institute have entered into consortiums with members of this project. It is estimated that more than 600 people have attended workshops and meetings as a result of the Institute's activities. It is concluded that the response to the Institute suggests that a serious need for such a program does exist and that the Institutes activities have increased the awareness of that need. (For related document, see AC 012 503.) (Author/DB)

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FIRST YEAR REPORT
1970-1971

Higher Education Administrators' Institute For Teacher Training In Adult Basic Education

ACO 12505

Graduate School of Education
University of Utah

FIRST YEAR REPORT
1970 - 1971

HIGHER EDUCATION ADMINISTRATORS' INSTITUTE FOR TEACHER TRAINING IN ADULT BASIC EDUCATION

University of Utah
Graduate School of Education

Office of Education Grant Number OEG-0-70-3409
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ABSTRACT

Purpose

The Higher Education Administrators' Institute for Teacher Training in Adult Basic Education was established to provide leaders, deans, and department chairmen of teacher-training departments in colleges and universities in the United States with leadership knowledge and skills necessary to organize and conduct programs for training teachers in Adult Basic Education.

The need for such an Institute was crucial because of the need for well-trained teachers of adults which results both from the large number of undereducated adults in the United States and because of the growing body of data which indicates that the adult student and adult education differ from that of children and youth.

An Institute specifically for administrators was developed from suggestions made at a University of Utah adult education project for professors in 1969. Participants observed that as professors it was often difficult to implement plans they had formulated. They therefore suggested that administrators with authority to implement programs be given similar workshop experience to encourage greater understanding and cooperation between professors and administrators.

Procedure

The program was implemented in three phases during FY-71: (1) Planning and Commitment, (2) an Adult Education Workshop, and (3) Consultation.

In the Planning and Commitment phase, an Advisory Committee was set up to help plan and give advice on the details of the Institute. Then, state and regional directors of adult education west of the Mississippi River were contacted for information on institutions which might be in need of and committed to the Institute's program. Institutions so identified were screened and those most qualified were sent applications inviting them to apply for the Workshop to be held in December. Participants were selected from the returned applications.

In the Adult Education Workshop phase, a three-day Workshop was held in Park City, Utah. During the Workshop, each participating institution developed an action plan to be implemented after the Workshop.

In the Consultation phase, participants returned home and attempted to put their action plans into operation. Specifically, they organized and held in-service workshops, inter-university consortiums or some other kind of activity which would further the attempt to establish adult teacher education programs. Experts in adult education were available through the Institute to participating institutions for consultant service.

Results and Conclusions

A thirteen-man Advisory Committee of adult education experts met in Salt Lake City on July 29, 1970 to plan the Institute program.

From August through October, twenty-six regional and state directors of adult education were contacted for the purpose of identifying qualified institutions. Fifty-five institutions were selected and each was sent information on the Institute and an application for the Workshop. Forty-one of the fifty-five responded with applications and twenty of these offered to send additional representatives at their expense. Ultimately, twenty-five participants were financed by the Institute, six by their own institutions as additional representatives and one by his own institution as its only representative. The three-day Workshop was held December 7-9. Participants did draw up action plans as a guide for their back-home activities. A Workshop Report was published and distributed.

In the Consultation phase, twenty-three of the twenty-five institutions funded by the Institute have indicated that they were conducting some kind of follow-up action in the way of workshops, consortiums, in-service training programs or fellowships toward achieving the goals of the Institute. Nineteen new courses will have been added by Fall 1971 at seven institutions, and five new degree programs will have been started. Five other institutions not funded by the Institute have entered into consortiums with members of this project. It is estimated that more than six hundred persons have attended workshops and meetings as a result of the Institute's activities.

In sum, the great response to the Institute suggests that a serious need for such a program does exist and that the Institute's activities have increased the awareness of that need. It is recommended that the Institute be continued and expanded into a second year, both to follow through with help to institutions who participated in FY-71 and to give institutions in other states an opportunity to participate in the Institute.

FIRST YEAR REPORT

FIRST YEAR REPORT
Higher Education Administrators' Institute

I. PURPOSE

The purpose of the Higher Education Administrators' Institute was to provide leaders, deans and department chairmen of teacher-training departments in colleges and universities west of the Mississippi River with leadership knowledge and skills necessary to organize and conduct programs for training teachers in adult education. It was expected that the participating colleges and universities would be committed to the need for continuing programs of preparation of personnel in adult education with special emphasis on the undereducated.

Such an Institute was developed because of the need for well-trained teachers of adults which is a result of (1) the large number of undereducated adults in the United States and (2) the growing body of data which indicates that the adult student and adult education differ from that of children and youth. An Institute specifically for administrators was developed in hopes of informing and involving persons with authority to implement the programs which could meet the needs of adult education.

The educational dream of most Americans --- equality of educational opportunity --- had been at least partially reached by the beginning of the present century. Even though the underprivileged's education was neglected and the schools were imperfect because of overcrowded classrooms, inadequate buildings and equipment, the goal of free public education had been somewhat established.

For those with inadequate educational facilities, however, the developments of the first half of the century served only to further limit their opportunities. During this period the powerful forces of development were industrialization and technology, fostered by the growth of the economic philosophy of the free enterprise system. Little attention was given to the gap which existed in educational achievement between the "haves" and the "have-nots." As technology progressed, the undereducated adults met with fewer and fewer opportunities to succeed. A "defeatist" attitude was passed on to their children who became less and less able to compete in the kind of educational systems available. Equal educational opportunity seemed almost a farce to those who had experienced the plight of the underprivileged.

As a result of these events, the need for adult education had become obvious. Employment offices, welfare agencies, and rehabilitation departments began recommending that the under-educated be given opportunities for education. Training in the occupations was foremost in the minds of many, but even before this could be accomplished, there was a need for education in the skills of reading, writing, and mathematics. The schools were and still are unprepared. The few teacher education institutions in the nation which have programs in adult education had neglected to adequately train sufficient experts in adult learning. Many of the teachers available to teach adult education in the public schools were inadequately prepared for the task. The problem extended beyond the inability of the public schools to provide adult education; colleges were not providing an adequate supply of teachers in this area.

An assumption upon which this proposal was made was that teacher-training institutions have an abundant supply of faculty members in the basic education subject areas, but these same faculty members do not recognize the unique aspects of adult basic education and adult learning. As more and more behavioral scientists have brought their respective disciplines to bear upon the problems identified in the practice of adult education, it has become increasingly clear that there is a unique body of knowledge relating to adult education --- its organization, methodology, curriculum, and the psychological and sociological characteristics of adult learners --- which differentiates it in degree and kind from education of children and youth. Persons involved in adult education programs needed at least an exposure to these areas.

The Institute was set up specifically for administrators because of suggestions made at the College and University Leaders' Institute in Adult Basic Education, which was a teacher education project conducted at the University of Utah in August, 1969. Participants at the Institute observed that in many instances it would be difficult, if not impossible, for them to implement the excellent plans which they had developed in the workshop. They suggested that individuals such as deans and chairmen of teacher education departments with authority to implement academic programs in education be given a similar workshop experience to encourage greater understanding and cooperation between faculty members who attend teacher education institutes and administrators of colleges of education. These suggestions became the basic for the proposal later submitted to the U. S. Office of Education.

II. PROCEDURES

The Institute's strategy for the first year of operation involved three phases of activity: (1) A Planning and Commitment phase in which an Advisory Committee would be formed to assist the Institute staff and in which institutions interested in working toward the Institute's goals would be identified and approached regarding participation in the Institute; (2) An Adult Education Workshop phase in which a workshop for deans of colleges of education and heads of teacher education departments would be held; and (3) A Consultation phase during which participant institutions would start working toward developing or expanding adult teacher education programs, having adult education experts available to them for help at the expense of the Institute.

In the first phase, the first step was to set up an Advisory Committee whose functions were to include:

1. Advising the Institute staff in connection with a workshop to be held in December for deans and chairmen in colleges of education;
2. Advising the staff regarding criteria for selecting workshop participants;
3. Making proposals and presenting ideas in connection with a program draft which had already been prepared for the Workshop;
4. Keeping in touch with the Institute to give opinions and suggestions on Institute-related matters; and
5. Determining the need for future meetings or other action by the Advisory Committee.

After consultation with professional adult educators, invitations for participation on the Advisory Committee were extended to selected individuals and the following agencies and organizations:

1. Western Interstate Council on Higher Education
2. University Council for Educational Administration
3. Association of Deans of Colleges of Education
4. Commission of Professors of Adult Education
5. Utah State Board of Higher Education
6. Utah State Board of Education
7. Division of Adult Education, U. S. Office of Education
8. Regional Program Officers for the Division of Adult Education, U. S. Office of Education.

A meeting of the Advisory Committee was held in Salt Lake

City, Utah on July 29, 1970 and a suggested course for the Institute was mapped out. The minutes from that meeting and a list of those on the Committee are included as Appendix 1. For the most part, the rest of the Procedures described follow the recommendations of the Committee.

During August, September and October, members of the Institute staff contacted regional program officers of the U. S. Office of Education and state directors of adult education in an effort to identify institutions which were most in need of the services the Institute could provide and who would most likely meet the requirements for successful participation. Based on funding limitations, only twenty-two states west of the Mississippi River were considered for participation during the first year of the Institute. Contacts with Alaska and Hawaii were deferred for the same reason pending a continuation of the project into a second year. After being contacted by mail regarding the Institute (see Appendix 2), the Regional Program Officers for Regions VI, VII, VIII, IX and the State Directors of Adult Education in twenty-one* of the twenty-two states were visited personally by the Institute's Associate Director. One state** was contacted by telephone.

Those institutions identified by the state and regional directors were carefully evaluated by the Institute staff. Fifty-five deans and chairmen were selected and were sent a letter from Dr. Stephen Hencley, Dean of the Graduate School of Education at the University of Utah, explaining the function of the Institute, and an application form giving them an opportunity to make application to attend the Workshop scheduled for December 7-9, 1970 in Park City, Utah. The letter and application form are included as Appendix 3.

Forty-one applications were received. Of this number, twenty colleges and universities offered to send additional representatives at the expense of their own institutions.

During November, the applications were screened by the Institute staff, and numerous telephone calls were made to applicants in Arizona, Colorado, Iowa, Kansas, Louisiana, Missouri, Nebraska, Nevada, Oklahoma, Oregon, Texas and Washington to determine eligibility and seriousness of interest. The criteria used to select participants were:

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* Arizona, Arkansas, California, Colorado, Idaho, Iowa, Kansas, Louisiana, Minnesota, Missouri, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, and Wyoming.

** Washington

1. The institution is a higher education institution within the state and has a teacher training component which can provide certification.
2. The institution either does not have an adult teacher education curriculum, or it wants to expand its present program.
3. The institution indicates a desire and commitment to initiate or expand Adult Basic Education teacher education activities. A commitment was considered to be one or more of the following:

    a. The institution sends one qualified person;
    b. The institution sends one paid representative along with others at the institution's expense;
    c. The institution is willing to send a committee to the Workshop at the institution's expense;
    d. The institution organizes a curriculum committee to identify and study problems in the development of teacher training programs in adult education at the institution and sends one representative of the committee to the Workshop.

4. The institution indicates that it will cooperate with the State Director of Adult Education of the State Department of Education within the state in organizing a teacher education curriculum.
5. The participant is an administrator of a teacher education program in a college or university.
6. The participant is authorized to organize and administer classes for credit at that institution.
7. Participants need not have experience in preparing professional personnel for their roles and responsibilities in Adult Basic Education.
8. Not more than two persons from any one institution could attend.

Thirty-two individuals representing twenty-six institutions in twenty states were finally selected to attend the Workshop. Twenty-five of these were financed by the Institute, six were financed as additional participants by their institutions, and one was financed by his institution as its only representative. It is estimated that the financing of additional representatives by participating institutions represents a cost-sharing of $1500.

A list of the participants and their institutional affiliations is included as Appendix 4. Institutions accepted for

participation in the Institute included:

University of Arizona
Arkansas State University
State College of Arkansas
University of Southern California (Los Angeles)
Colorado State University
Idaho State University
University of Idaho
University of Iowa
Kansas State Teachers College
Kansas State University
Nicholls State University (Louisiana)
University of Minnesota
University of Missouri at Columbia
Montana State University
University of Nevada at Las Vegas
University of New Mexico
University of North Dakota
Central State College (Oklahoma)
University of Oklahoma
South Dakota State University
University of South Dakota
Southwest Texas State University
Texas A & M University
University of Utah
Washington State University
University of Wyoming

The number and titles of participants whose expenses were paid for by the Institute are listed below:

2 Deans of Graduate Schools
7 Deans of Colleges of Education
1 Dean of a College of Professional Schools
1 Acting Dean of Education
2 Associate Deans of Education
1 Associate Dean of Curriculum and Instruction
1 Assistant Dean of Education
5 Chairmen or Heads of Departments of Education
1 Director of Adult Education
1 Professor of Education
1 Professor of Higher Education
1 Associate Professor of Continuing Education
1 Assistant to the Dean

Those which came at their institution's expense included:

1 Director of State-Wide Education Services
1 Chairman of Education
1 Head of a Department of Educational Administration
1 Associate Professor of Educational Administration
2 Assistant Professors of Education
1 Coordinator of Continuing Education

In one or more cases, a chairman or director had funds available at his institution to attend the Workshop, but could not pay the expenses for an additional person. Consequently, the Institute paid the transportation and per diem of the additional person, and the expenses of the chairman or director were paid by his institution.

Invitations and follow-up letters together with instructions, various reading materials, a bibliography, and other information were sent to those selected. Alternate participants were also sent letters informing them of their selection and indicating that unless funds became available for any additional participants, the Institute would not be able to pay their expenses. They were invited, however, to attend in either case. One applicant from the University of Southern California requested permission to attend at his institution's expense, although his university had not been selected to participate. This permission was granted and he attended the Workshop.

During October and November, contacts were made with members of the Commission of Professors of Adult Education and others concerning their participation as speakers and resource people at the December Workshop. The names of those who attended the Workshop in the above capacities are included in the Workshop Agenda (see Appendix 5).

The Higher Education Administrators' Institute Workshop was held at the Treasure Mountain Inn in Park City, Utah on December 7, 8 and 9, 1970. The goals of the Workshop followed from the overriding concern by the Institute staff and the Advisory Committee that leaders, deans and chairmen of teacher education departments be provided with the knowledge and skills necessary to organize, conduct and expand programs for teacher education in adult education. More specifically, the Workshop was designed to achieve five particular goals set out for the Institute in the original proposal. Those were:

1. To inform participants about the need for professional preparation in teaching Adult Basic Education;
2. To inform participants about research relevant to organizing teacher education programs;
3. To help participants develop in-service training plans which they could use back home;
4. To help participants develop measurement and evaluation skills with which they could judge their own Adult Basic Education programs;
5. To provide a gathering place for participants to exchange ideas, opinions and findings, and to develop specific plans of action which they would initiate back home.

Suggestions for the content of the December Workshop had been solicited from the applicants as well as from the Advisory Committee members who had met earlier in the year. Then, based on the expressed needs of these individuals, a program was developed to examine some of the problems and possible solutions which were relevant to the concerns of the professional groups associated with the project. A copy of the program is included as Appendix 5.

During the three-day conference, participants met in both small and large groups to learn about, examine and discuss current practices and issues in adult education. Participants interacted with each other and with the adult education experts who were present, and they worked throughout the three days to begin planning activities for their own situations back home. As the culmination and finale to the Workshop, each participating institution submitted a set of written plans which included schedules and outlines of workshops or other training activities for faculty members at their institutions. Nine universities indicated intentions to move toward a consortium for more effectively developing adult education teacher training programs. Five of these institutions recommended that funds for consultant services available through the Institute be allocated to them in a lump sum. They felt that for their purposes, this would probably be a more efficient expenditure of funds.

After the Workshop, participants returned to their respective institutions where they attempted to implement the plans they developed during the three-day workshop. Each participant was expected to organize and conduct an in-service workshop for the staff of his institution in preparation for a teacher training program in adult education. Experts in the field of adult education were available to participants as consultants for a maximum of five days. These experts were selected by the participating

institution or by the Institute staff at the request of the participating institution from a list prepared by the Commission of Professors of Adult Education. Their honoraria and expenses were paid by the Institute

The staff of the Institute, under the direction of the Program Director, assisted in organizing the institutional workshops and in securing the consultants for them. Members of the staff also attended a number of the meetings as consultants, speakers, and/or observers.

Other post-Workshop activities included: (1) publication of a Workshop Report which contained all proceedings of the three-day meeting including the Back Home Plans formulated by participants; (2) maintenance of communication with participants regarding their progress in achieving Institute goals; and (3) collection of evaluation data for a progress report (Newsletter) to participant institutions and for this Year End Report.

III. RESULTS

The following section will be devoted primarily to a discussion of the post-Workshop phase, since those activities are the real indicators of movement toward achieving the goals of the Institute. In the following section, institutional activity is presented topically. In the section after that, an institution-by-institution summary is presented in chart form. The information included in these two sections comes from correspondence received throughout FY-71 and also from responses to a questionnaire which was sent to participant institutions. Data presented under some of the topics are derived exclusively from the questionnaire and are so indicated. Other topics also include data gathered from correspondence and attendance at meetings.

Although no evaluation procedures were written into the FY-71 proposal, the Institute staff decided to send out a questionnaire (included as Appendix 6) to get some kind of formal progress data. The questionnaire was drawn up by the staff and one questionnaire was mailed out for each institution that participated in the Institute. If there were two representatives from an institution, the questionnaire was sent to the person with whom the Institute had been in most frequent contact or else the ranking individual. Twenty-six questionnaires were thus mailed out. Twenty-five responded, those being:

Arkansas State University
State College of Arkansas

University of Southern California at Los Angeles
Colorado State University
Idaho State University
University of Idaho
University of Iowa
Kansas State University
Kansas State Teachers College
Nicholls State University (Louisiana)
University of Minnesota
University of Missouri at Columbia
Montana State University
University of Nevada at Las Vegas
University of New Mexico
University of North Dakota
Central State College (Oklahoma)
University of Oklahoma
South Dakota State University
University of South Dakota
Southwest Texas State University
Texas A & M University
University of Utah
Washington State University
University of Wyoming

Although a questionnaire was sent to University of Southern California and a reply received, it is not included in the analysis since that institution was not actually funded by the Institute.

A. Summary Statement

The overall picture of the year's activities is extremely encouraging, state financial problems notwithstanding. More than 600 persons that the Institute knows of for sure attended workshops and meetings as a result of the Institute's activities.

The December Workshop was very favorably received and twenty-three of twenty-five respondents to the questionnaire favored holding a similar one in FY-72 as a vehicle for up-dating information, exchanging ideas, and planning for the next phases of action.

Twenty-three of the twenty-five participating institutions have taken some action (workshops, consortiums, fellowship programs, in-service education programs) toward achieving Institute goals. Nineteen institutions used the Consultant Service. Seven institutions will have new courses in Adult Education by Fall 1971 and ten hope to add some in the next two years.

Five new degree programs or degree options have been initiated or planned and four others may be developed in the next two years. Nine new faculty members have been hired by nine of the institutions and seven institutions hope to hire someone in the next one-to-two years.

Almost all respondents report a favorable response to their Institute-related activities, though many report that state funding problems were a major obstacle to their progress. Cooperation with the State Directors of Adult Education was reported "close" to "excellent" by all but a few of the participants. Finally, twenty-three of twenty-four respondents felt the Institute was valuable and should be continued during FY-72.

B. Overall Participation

In an attempt to get some estimate of the impact of the Institute, the questionnaire asked respondents how many people had been involved in some way or other in workshops, institutes, seminars, programs, etc., as a result of that institution's participation in the Institute. Twenty-two respondents gave a total of 651 persons, with the following breakdown:

College/university administrators (duties = primarily administrative)	117
College/university teachers (duties = primarily teaching)	196
State education officials	52
Local/district/regional Ed, Voc Ed, Ad Ed, and Community College administrators	65
Local Adult Education teachers	78
Students	123
Miscellaneous	20
	651

C. Workshop Evaluation

Several questions were asked concerning the December Workshop in order to get some idea of its value, with an eye to holding a similar one in FY-72. Respondents were asked to rate the Workshop on a scale of 1 (Outstanding) to 7 (Inferior). Twenty-two respondents gave the Workshop an average rating of 2.46, suggesting that it was favorably received.

Of twenty-three respondents, all indicated that they had learned something from the Workshop that had helped or could help them in setting up an Adult Education Program.

Examples frequently mentioned were:

1. Became aware of needs, trends and problems in adult education;
2. Got information on operating programs;
3. Got ideas for content of courses and approaches to adult education;
4. Learned the importance of integrating adult education into undergraduate training;
5. Learned the importance of involving faculty, especially from several disciplines, in formation of adult education programs;
6. Learned that Adult Basic Education is an integral part of adult education; importance of adding it to the elementary and secondary curricula.

Frequently mentioned suggestions for changes in the Workshop format included:

1. More time for discussion and more use of small groups;
2. Less emphasis on selling adult education and more information on specific programs;
3. More up-dating on what is going on and what is needed.

When asked if they felt it would be beneficial to hold a similar Workshop in FY-72, twenty-three of twenty-five respondents said yes. Of the two who said no, one indicated that he would prefer to encourage workshops on a state basis and the other said he would like to drop the workshop and continue with the consultant part of the Institute.

Of the yes group, one indicated that a follow-up Workshop would be essential, "...or the beginnings I have had will not be continued." Another wrote that he favored a Workshop in FY-72, "Particularly for people like myself who are struggling for a beginning. An additional workshop, with resource help, could give us some excellent assistance."

D. Post-Workshop Activities

1. Meetings, workshops, ongoing planning: Of the twenty-five participants funded by this Institute, twenty-one have sponsored and/or participated in at least twenty-two meetings that the Institute is aware of. Five institutions have meetings or workshops planned for Summer or Fall of 1971, which represents a second or third effort by all five. In chronological order, the meetings are:

HELD

Dec-Jan	Arkansas State University: (1) Meeting of ASU with representatives from the State Department of Adult Education and representatives from State College of Arkansas; and (2) a Statewide planning conference.
Jan-on	South Dakota State University has meetings with University staff, State Superintendent of Public Instruction, and representatives of the State Department of Adult Education as well as State Advisory Committee on Adult Education.
Jan-on	Central State College has meetings with institutional administrators and faculty, Oklahoma Adult Basic Education Directors and representatives of the Oklahoma Education Department.
Jan-on	Nicholls State establishes Advisory Committee which meets to establish degree program.
Jan 12	Consortium Planning Meeting (Kansas State Teachers College, Kansas State University, University of Iowa, University of Minnesota, and University of Missouri at Columbia).
Jan 27	Colorado State University meets with Colorado Migrant Council
Feb 16	Utah Advisory Committee meets to plan program for University of Utah
Feb 11-13	Joint meeting of Texas A & M and Southwest Texas State University
March 4-5	University of South Dakota meeting
March 4	Utah Advisory Committee meets to plan program for University of Utah
March 12	Regional meeting in Dallas, Texas which leads to establishment of regional Southwest Association for Adult and Continuing Education (Includes 10 universities, 8 of which are in Institute: Central State College, Nicholls State, University of New Mexico, State College of Arkansas, Arkansas State University, Southwest Texas State University, University of Oklahoma, and Texas A & M. The other two are University of Texas and Stephen Austin.)

March 17-20	University of Oklahoma meeting.
March 21-23	Deans' Adult Education Conference in Kansas City, Missouri.
April 1	Utah Advisory Committee meets to plan program for University of Utah.
April 26	Idaho State University meeting.
April 29-May 1	University of New Mexico meeting.
April 30	University of Wyoming Adult Education Fair.
May 5-6	Montana State University Deans' meeting (a consortium arrangement including Montana State University, Eastern Montana College, Northern Montana College, and Western Montana College).
May 13	Utah Advisory Committee meets to plan program for University of Utah.
May 24-25	Colorado State University meeting.
May 27-28	University of Idaho meeting.

PLANNED

June 23-24	Central State College meeting.
June 28	Montana State University follow-up meeting.
Summer 71	Arkansas State University Summer Workshop (two courses to be offered).
Summer 71	Nicholls State three-week Adult Basic Education Institute.
Fall 71	University of South Dakota meeting.

The meetings that were held during FY-71 generally took place on the participating institutions' campuses for one to three days. Attendance at these meetings ranged from eight to one hundred eighty-six persons, including college administrators and professors, state adult education officials, and other adult education and miscellaneous persons. Most institutions arranged through the Institute for a consultant to attend. The consultant may have

given an address and/or served as a resource person to evaluate the schools' program plans, discuss problems and ways to handle them, share information on other past and present programs, or other relevant matters. Topics often discussed at these meetings included:

1. Needs and opportunities in adult education;
2. Institutional resources for and role in developing teacher preparation in adult education programs;
3. Differences between adult learning and that of adults;
4. Characteristics and needs of Adult Basic Education students;
5. Competencies needed by teachers of adults.

Several examples of agendas and proceedings are included in the Appendix (see Appendix 7). No other agendas were received by the Institute.

Related activities by participating institutions that the Institute is aware of include:

1. The University of Arizona indicated in a February 12 letter that, "...we are beginning to focus on areas in which consultant service could eventually prove most valuable.... I can assure you that we are not idly sitting on our adult education program development. I am becoming increasingly optimistic about our chances for developing a sound community education program, of which adult basic education should be a fundamental part."

2. The University of Missouri began giving graduate fellowships in Adult Education. The Missouri State Department of Education is funding the fellowships. Internships and special seminars in Adult Education are planned for the future.

3. South Dakota State University began an in-service education program for existing Adult Basic Education programs in the state which includes on-site visitation to local school districts by a staff member of the university.

4. Washington State University indicated in a January 25 letter that, "The Department of Education has been working with the Agricultural Extension in the development of a program in adult education. It is hoped at the present time that we will be able to develop a viable program at the master's level for persons to assume leadership roles in adult education."

In summary, twenty-three out of the twenty-five institutions funded by this Institute have made progress toward introducing adult teacher education into their education programs.

2. Consultants. Of the twenty-five participating institutions funded by the Institute, nineteen used ten different consultants for an approximate total of forty consultant days at the expense of this Institute.

Seven of the institutions used consultants for in-house meetings and fourteen institutions used consultants in a joint effort with one or more other institutions (there is some overlapping of in-house and joint efforts, since some institutions participated in more than one meeting).

Four institutions have indicated plans to utilize the Consultant Service in the near future.

Consultants provided by this Institute to participating institutions were:

Dr. George F. Aker	Deans' Adult Education Conference (Kansas City, Missouri)
Dr. Arvin C. Blome	Colorado State University meeting
Dr. Charles F. Caskey	Montana State University, University of Wyoming, Idaho State University, Colorado State University, University of Idaho
Dr. Denzil O. Clegg	Southwest Texas State and Texas A & M joint meeting
Dr. Alton P. Hadlock	Deans' Adult Education Conference (Kansas City, Missouri), Montana State University, University of Wyoming, Idaho State University
Dr. Glenn S. Jensen	University of Idaho
Dr. James M. Kincaid	Montana State University
Dr. Howard Y. McClusky	Texas A & M and Southwest Texas State joint meeting; Regional meeting in Dallas, Texas; University of Oklahoma; University of New Mexico, University of Idaho, Central State College
Mr. Donald W. Mocker	Deans' Conference on Adult Education (Kansas City, Missouri)
Dr. Coolie Verner	University of Wyoming

The consultants were utilized in a number of ways, but generally they gave speeches and/or served as resource people to the meetings. Respondents to the questionnaire indicated that the consultants were extremely helpful in:

1. Evaluating and advising on institutional proposals;
2. Providing information on what types of programs exist and what types of possibilities there are for different types of proposals;
3. Giving insight on types of problems which develop and ways of handling them;
4. Helping to legitimize Adult Education on the campus.

3. New Courses in Adult Education. Information gathered by the Institute to date shows that seven of the twenty-five institutions have added or will add by the Fall of 1971 twenty-three new or modified courses in Adult Education. In addition, ten institutions hope to add something in the next two years (excluding courses mentioned above). The types of courses being added are:

Methods and Materials	8
Adult Learning and Psychology	3
Counseling	2
History/Philosophy of Adult Education	2
Issues and Problems in Adult Education	2
Organization/Administration of Adult Education Programs	1
Community Education	1
Evaluation in Adult Education	1
Experimental Course in Adult Education	1
One course - title not known	1
Curriculum	1
	23

4. New Degree Programs in Adult Education. Four of the participating institutions have indicated that they will have five new degree programs in program options by Fall 1971. Nicholls has added Adult Education as an option to the M.Ed. Program; the University of Oklahoma has begun a Master's with emphasis in Adult Education; the University of New Mexico will offer an option in Adult Education starting in the Fall; and Texas A & M expects to have a Master's and Ph.D. in Adult Education approved for Fall 1971.

Four other institutions are now considering or planning degree or degree option programs in Adult Education. Those institutions include the University of Minnesota, South Dakota State University, University of South Dakota and Washington State University.

5. New Faculty in Adult Education. During the Institute's first year, nine participating institutions hired new faculty in Adult Education or have transferred an existing staff member to work on Adult Education Development. Of these nine institutions, six hired new faculty and three transferred existing staff. Of the new hires, three are full-time and two are part-time while the sixth is not known. Listed by institution, the new hires and transfers are:

Arkansas State University	Existing staff member assigned part-time
University of Iowa	One Instructor, part-time
Nicholls State	Transferred existing staff
University of Oklahoma	One Associate Professor (time not known)
South Dakota State University	Existing staff member assigned to new In-Service Education Program
Southwest Texas State	One Assistant Professor, full-time
Texas A & M	One Instructor, full-time
Washington State University	One Professor, full-time
University of Wyoming	One Professor, part-time

Seven of the institutions have also indicated that they may be hiring new people within two years, largely depending on availability of funds.

E. Response to Institute-Related Activities

1. General Response. One of the items in the questionnaire which participants were asked to answer was, "What has been the response to your Institute-related activities?" Responses given by twenty-three who answered the item fell into roughly four categories: "Poor," "Good," "Idea Popular but Money Limitations," and "Excellent." Frequency of response was as follows:

Poor	1
Good	9
Idea Popular but Money Limitations	9
Excellent	4
	23

2. Cooperation with State Directors of Adult Education. Another item included in the questionnaire which relates to response to the Institute asked, "To what extent has your institution coordinated with the State Director of Adult Education?" Three response

categories which emerged were: "Poor," "Kept in Touch," and "Very Close to Excellent." Twenty-four respondents to the item answered as follows:

Poor	1
Kept in Touch	6
Very Close to Excellent	17
	24

Informal discussions with the state directors have also revealed that the participant institutions have kept them informed about and involved in Institute-related activities. One complaint of poor communication was received, which prompted the Institute to begin sending copies of the Monthly Report to each state director.

Respondents indicated that the State Directors were often actively involved in planning teacher education programs. Some examples of their coordination with the participating institutions are: serving as resource help at meetings, advising on certification requirements, helping to plan meetings, serving on planning committees, helping to coordinate fellowship and in-service programs.

F. Continuation of the Institute

Participants were also asked two items on the questionnaire relating to whether or not the Institute could benefit them in FY-72 and whether they would recommend that the Institute be continued for FY-72.

In answer to the item, "Could your institution benefit from the services (consultants, workshops, etc.) of the Institute during FY-72," twenty-four out of twenty-four respondents answered yes.

Of those same twenty-four, twenty-three answered yes to the question, "Would you recommend that the Institute be continued for FY-72?" The twenty-fourth answered the question with a question mark and added that although the Institute would be of benefit to his institution, he would not be able to fund any changes.

Reasons given for favoring the continuation of the Institute into FY-72 included:

1. A second year follow-up is essential to get initial efforts moving solidly;
2. The Institute is meeting a critical need;
3. It is providing a much-needed coordinating effort;
4. It is a source of motivation to institutions;
5. It is providing a forum for exchange of ideas and information;
6. The consultant help provided by the Institute is of great value.

Also to be mentioned here is a letter received from Dr. Howard McClusky, who will have served as consultant to six institutional meetings during FY-71. In reference to exploratory steps which some institutions had previously taken to start adult teacher education programs, Dr. McClusky wrote:

> ...I don't believe that these various efforts would show so much promise, if you had not, beginning in the late summer of 1970, undertaken your program of field assessment and regional stimulation. I believe that both the content and timing of your project have contributed greatly to converting a growing interest from a stage of general aspiration to one of commitment and performance.

He also added that:

> In brief, based on my experience, I believe that your project is making a solid impact on the field. I believe, however, that what you have started needs very much to be continued. Because now that programs are, in so many places, stirring to be born, it will be all the more essential that these initial efforts be sustained until they are more thoroughly embodied in their respective institutional settings.

G. Institution-by-Institution Summary

The chart which follows on the next six pages is a summary statement of what participant institutions have done since the December Workshop toward establishing adult teacher education programs. The information included in the chart represents the information which the Institute has been able to gather, but may not include all activities of participating institutions.

ADDENDUM

A reply to the questionnaire was also received from the University of Arizona, but was not received in time for incorporation into the body of the analysis. The respondent from that institution indicated that (1) although no meeting has been held, one is planned for the future; (2) one new course, in Adult Basic Education, has been added, and (3) a degree program is being discussed. The University of Arizona respondent favors continuing the Institute in FY-72 and holding a second workshop.

INSTITUTIONAL SUMMARY

Institution	Date & Activity	Consultant
U of Ariz		
Ark St Univ	1. (Dec-Mar) Ark St Univ meets with State Coll Ark and St Dept of Adult Ed reprs	None
	2. (Dec-Mar) Statewide Planning Conference	None
	3. (Mar 12) Regional meeting in Dallas, Texas	McClusky
	4. Summer 1971 Workshop	None
St Coll Ark	1. (Mar 12) Regional meeting in Dallas, Texas	McClusky
Colo St Univ	1. (Jan 27) CSU meeting with Colo Migrant Council to discuss Adult Ed program	None
	2. (May 24-25) On-campus meeting	Blome, Caskey
Idaho St Univ	1. (Apr 26) ISU on-campus meet	Hadlock, Caskey
Univ of Idaho	1. (May 27-28) U of I on-campus meeting	Jensen, McClusky, Caskey
Univ of Iowa	1. (Jan 12) Consortium planning meeting in Kansas City, Mo	None
	2. (Mar 21-23) Deans' Adult Education Conference in Kan City	Aker, Mocker, and Hadlock
Kan St Teach College	1. (Jan 12) Consortium planning meeting in Kansas City, Mo	None
	2. (Mar 21-23) Deans' Adult Education Conference in Kan City	Aker, Mocker, and Hadlock
Kan St Univ	1. (Jan 12) Consortium planning meeting in Kansas City, Mo	None
	2. (Mar 21-23) Deans' Adult Education Conference in Kan City	Aker, Mocker, and Hadlock
Nicholls St	1. (Jan-on) Establish Advisory Comm to plan degree program	None
	2. (Mar 12) Regional meeting in Dallas, Texas	McClusky
	3. Summer 1971 3-wk ABE Institute	None

INSTITUTIONAL SUMMARY

Inst.	New Courses	New Degree Programs	New Faculty
U A			
ASU	1. Psych of Adult 2. Personnel Services for the Adult	None planned	One assigned part-time to Adult Ed
SCA	Planned - Summer 1972	None yet	Likely in 1-2 years
CSU	None	None	None
ISU	2-3 likely in future	Not likely	None, would depend on $
U Id	Planned - Summer 1972		
U I	Plan to add 3 in the future	None; not likely until courses are developed	1 part-time Instructor; 2nd part-time likely soon
KSTC	None; no $	None, no $	None, no $
KSU	None; something likely in future	Currently offer M.S. and Ph.D.	1 full-time Asst Prof (last year)
Nic	1. Org/Admin of Adult Ed Programs 2. Hist, philos of AE 3. Meths and Materials 4. Seminar: Issues in AE 5. Problems in AE	Adult Ed as option for M.Ed.	Transferred existing staff

INSTITUTIONAL SUMMARY

Institution	Date & Activity	Consultant
U of Minn	1. (Jan 12) Consortium planning meeting in Kansas City, Mo	None
	2. (Mar 21-23) Deans' Adult Education Conference in Kan City	Aker, Mocker, and Hadlock
Univ of Mo (Columbia)	1. (Jan 12) Consortium planning meeting in Kansas City, Mo	None
	2. (Mar 21-23) Deans' Adult Education Conference in Kan City	Aker, Mocker, and Hadlock
	3. Started graduate fellowship in Adult Education	
Mont St Univ	1. (May 6) MSU Consortium with 4 other Montana colleges	Kincaid, Hadlock, Caskey
	2. (June 28) Follow-up meeting	Kincaid, Caskey
Univ of Nev (Las Vegas)		
Univ of N Mex	1. (Mar 12) Regional meeting in Dallas, Texas	McClusky
	2. (Apr 29-May 1) UNM and N Mex St Univ meeting	McClusky
Univ of N Dak		
Centr St Coll	1. (Dec-on) Meetings with administrators, Okla Educ Dept and ABE Directors	None
	2. (Mar 12) Regional meeting in Dallas, Texas	McClusky
	3. (June 23-24) CSC on-campus meeting	McClusky
Univ of Okla	1. (Mar 12) Regional meeting in Dallas, Texas	McClusky
	2. (Mar 17-20) U Okla on-campus meeting	McClusky
S Dak St Univ	1. Began In-Service Education Program for ABE Programs	None
	2. (Dec-Feb) Meetings with Univ people, St Educ people, St Advisory Comm on Adult Ed	None

INSTITUTIONAL SUMMARY

Inst.	New Courses	New Degree Programs	New Faculty
U M	Likely in 1-2 years	Likely in 1-2 years	None; not likely
U Mo			Likely in 1-2 years
MSU	None likely	None likely	1 part-time if $
U Nev			
UNM	1. Adult Psych 2. Instruct Materials	Adult Ed option for Fall 1971	Likely in 1-2 years
UND	None	None, no $	None
CSC	1. Meths and Materials 2. Clinical Practices in Reading 3. Tests and Msrmts 4. Voc Devel	None	No answer
U O	1. Foundations 2. Curriculum	Master's with emphasis in Ad Ed	1 Assoc Prof
SDSU	Being planned are: 1. Adult Teaching and Learning 2. Org/Admin of Ad Ed	Considering Masters	Staff member assigned to new In-Serv Program

INSTITUTIONAL SUMMARY

Institution	Date & Activity	Consultant
Univ of S Dak	1. (Mar 4-5) USD meeting and opening of Cont Ed Center	
S W Texas St	1. (Feb 11-13) Joint meet with Tex A & M	Clegg
	2. (Mar 12) Regional meeting in Dallas, Texas	McClusky
Texas A & M	1. (Feb 11-13) Joint meet with S W Tex St	Clegg
	2. (Mar 12) Regional meeting in Dallas, Texas	McClusky
Univ of Utah	1. (Feb 16, Mar 4, Ap 1, and May 13) Meetings with Utah Adv Comm re: Adult Ed course	Hadlock, Harry, Caskey
Wash St Univ	1. Continuing meetings with the Agric Extension regarding new program in Adult Ed	None
	2. Discussion of consortium arrangement with Alaska, Oregon, Idaho	
Univ of Wyo	1. (Apr 30) Adult Education Fair	Verner, Hadlock, Caskey

INSTITUTIONAL SUMMARY

Inst.	New Courses	New Degree Programs	New Faculty
USD	Likely in 1-2 years	Program with emphasis in Ad Ed possible	None
SWTS	Being planned: 1. Psych of Ad Ed 2. Meths & Materials 3. Ad Counseling 4. Devel Reading Experiences for Ad	None	1 full-time Asst Prof
TA&M	1. Teach Disadv Ad 2. Media Instr for Ad 3. (Title not known) 4. Adult Learning 5. Meths of ABE 6. Bilingual Ed 7. Community Ed	Master's & Ph.D.	1 full-time Instructor; Assoc Prof to be hired
U of U	1. Exper Course in Adult Ed	None	None
WSU	Being planned: 1. Ad Ed re: Jr Coll and Higher Ed Admin 2. Voc/Tech Ed	Being planned	1 full-time Prof
U of W	None	None; not likely	1 part-time Prof; another likely 1-2 yrs

IV. CONCLUSIONS AND RECOMMENDATIONS

There are several general conclusions which the previous sections suggest. First, the rapid and widespread response to the possibility of such an Institute (specifically, to the Workshop) strongly indicates that a need for adult teacher education program development existed. The fact that so many institutions have held as many meetings and added as many courses, degree programs/options and faculty as they have, even in the face of growing budget limitations, is good evidence that there is a solid commitment to meeting the need for adult teacher education which has been identified.

Furthermore, information gathered from participants, consultants, state directors and other persons familiar with the need for adult education efforts and with this Institute's endeavors, suggests that the Institute is serving a vital function, primarily as a catalyst in activating the latent interests which existed for developing adult teacher education programs, and should be continued.

Finally, based on correspondence and discussion with participants, it appears that the format of the Institute during FY-71 would also be desirable and effective during FY-72. It is therefore recommended that a Workshop, similar to the December-70 Park City Workshop but structured to meet the needs of 1971-1972, be planned for FY-72. FY-71 participants would be invited to attend as would representatives from certain other institutions who would be selected in the same way as the original participants. The number of new participants to be chosen would depend on the number of FY-71 participants who indicate their commitment to participate in the Institute during FY-72 and also on the availability of grant funds. Post-Workshop activity would include the Consultant Service as offered during FY-71.

Two specific innovations to the previous format are recommended, however. The first is that the Institute coordinate with the American Association of Colleges for Teacher Education (AACTE). The second is that the Institute begin to emphasize to participants the relationship between adult education and community development.

Coordination with AACTE is suggested because of the potential value to the Institute of that Association's expertise. AACTE would be requested to:

1. Furnish a member for the Institute's Advisory Committee; and

2. Provide information to the Institute which would help in the selection of additional institutions to participate in the Institute.

The Institute would pay for honoraria and travel expenses of any representative(s) appointed from the Association.

Integrating an emphasis on the relationship between adult education and community development into the Institute program is suggested because of a conviction (gained from experience) on the part of the Institute staff that adult education is not just an isolated academic subject. Rather, it has implications for community development and social change which are only beginning to be realized.

The experiences of other programs indicate a need for a more comprehensive picture of adult education, one which recognizes that the goals and structures of adult education programs must derive from some knowledge of and coordination with communities and community agencies. By extension, teacher preparation for adult education programs cannot hope to be very effective if they are developed in isolation, without insight into and coordination with community structures.

The Institute, in its attempt to provide administrators with the knowledge and skills for setting up teacher preparation for adult education programs, could play an important role in the above respects. The Institute could begin: (1) to emphasize to participant institutions the crucial relationships between adult education and community development, and (2) to help participant institutions understand and deal with those relationships.

To do the above, it is recommended that the Institute add a Community Development Specialist to its staff. This person would serve in consultant and liaison capacities to help participant institutions in defining and coming to terms with elements of the community situation which might influence the structure and effectiveness of their teacher preparation in adult education programs.

In conclusion, given the FY-71 format and the two suggested innovations, the Institute staff feel that FY-72 can be a time of even greater progress toward initiating and expanding programs for teacher preparation in adult education.

APPENDIX 1

MINUTES OF THE ADVISORY COMMITTEE MEETING

FOR THE

HIGHER EDUCATION ADMINISTRATORS" INSTITUTE FOR TEACHER TRAINING

An Advisory Committee meeting was held on July 29, 1970 at the Sixth South Travel Lodge in Salt Lake City, Utah beginning at 9:00 a.m.

Present at the meeting were

Dr. Robert Altman	Western Interstate Commission for Higher Education
Dr. Robert Boyd	Commission of Professors of Adult Education
Dr. Charles F. Caskey	Associate Director, Administrators' Institute
Mr. Bayard Clark	U. S. Office of Education in Washington, D. C.
Dr. Alton P. Hadlock	Director, Administrators' Institute
Dr. Harry Hilton	Region VII Program Officer, USOE
Dr. Willard Lane	University Council for Educational Administration
Dr. James E. Lightbody	Assistant Superintendent of Lincoln Vocational and Technical Schools
Dr. Roy Minnis	Region VIII Program Officer, USOE
Mr. Calvin Nichols	Region IX Program Officer, USOE
Dr. Joe Nielson	Representing Dr. Avard A. Rigby of the Utah State Board of Education
Mr. Carwin Peterson	Utah State Board for Higher Education
Dr. Everett Samuelson	Association of Deans of Colleges of Education

Dr. Glenn Jensen of the Commission of Professors of Adult Education was unable to attend. Miss Jo Anne Musser recorded the minutes.

After introductions, Dr. Hadlock explained the background and development of the grant proposal and the purpose of the Administrators' Institute.

It will attempt to provide leaders, deans and/or department heads of teacher-training departments in colleges and universities in the United States with leadership knowledge and skills necessary to organize and conduct programs for training teachers in Adult Education. Because of a restricted budget, our efforts will be concentrated primarily in states west of the Mississippi.

Members of the Committee were reminded that their suggestions are vital in assuring the success of the Institute and in implementing the goals set forth in the proposal. Open discussion followed, and an agenda was prepared to guide further discussion during the day:

1. Adult Education
   a) Adult Basic
   b) High School Completion
   c) Vocational
   d) Industry
   e) Other
2. Institutional Commitment
   a) How Obtained
   b) Selection of Participants
   c) Area-wide Representation
   d) Criteria for Selection
3. Institute Agenda
4. Follow-up or Back-home Program
5. Establishing Adult Education Teacher-Training Programs.

1. Adult Education: Members felt that the Institute goals were acceptable in light of national priorities, which include trying to develop participating citizenship. The type of program outlined in the proposal will

encourage institutions of higher education to assume direct responsibility for the preparation of professional workers in adult education. Trained and sympathetic people are needed in every situation with the philosophical basis and commitment to provide leadership and instruction for adults. Colleges of education should become qualified to apply principles which are of common concern in the educational process in training others to become genuine adult educators. They must work with other departments and disciplines in designing programs that provide the broadest possible training.

Our first responsibility is to confront top administrators with the pressing needs of society. The image and function of adult education must eventually be defined, since educating children in the country is obviously not meeting the needs of our people. Education is a continuing responsibility. A lack of financial support in the last few years has prevented many competent and trained graduates from functioning as teacher trainers. Although there is an urgent need for teachers in adult education, it is still difficult to recruit bright young people to work in this area.

2. Institutional Commitment: Prior contacts indicate that a number of institutions in the target region are already committed to the idea of developing and establishing teacher-training programs in adult education. More than one dean who is personally committed , however, may not have the full backing of his staff. To get an effective representation from participating institutions, we will consider inviting individuals such as chairmen of faculty councils, chairmen of university curriculum committees, or presidents of universities. Mr. Bayard Clark from the U. S. Office of Education in Washington stated that in his opinion the contract provisions may be interpreted to include a

commissioner for higher education, or someone on the dean's staff who is going to be responsible in this area. We are also interested in people who can interpret the program to their state legislatures. It will be difficult, however, in the period of a year to substantially influence the political structure. Efforts will be expended primarily in identifying and working with those institutions or consortiums of institutions who are willing, either individually or cooperatively, to establish teacher-training programs in adult education. With as little as 2 or 3 percent yearly increases in university budgets, university presidents are finding that for some purposes cooperative arrangements with other institutions provide many advantages. We are fortunate in Utah to have the State Board of Higher Education which attempts to coordinate all of the programs in universities and colleges throughout the State. Institutions in member states of the WICHE compact - the Western Interstate Commission for Higher Education - may participate in cooperative projects at their own discretion.

The Staff of the Administrator's Institute will work closely with regional program directors, higher education councils where they exist, state directors and other representatives of the various departments of education, and the institutions themselves in selecting people who are best qualified to participate in the December Workshop. We will accept a committee of representatives from an institution if they will sponsor the additional people. The proposal now provides for one person from each university or college. We may want to reduce the number of participating institutions and invite as many as two representatives from each. The facilities we have selected can accommodate more than 25. However, Committee members felt it was important to maintain an optimum communication level throughout the Workshop.

The Committee agreed that one or more of the following would indicate commitment in addition to those items outlined in the contract:

a. one qualified person from the institution;

b. one paid representative along with others at the institution's expense;

c. willingness to send a committee to the Workshop at the institution's expense;

d. organizing a curriculum committee to identify and study problems in the development of teacher training programs in AE at the institution, and sending one representative of the committee to the Workshop.

We were informed that there would be difficulty in getting some institutions to commit themselves. Five-, ten-, fifteen-year priorities, scarcity of space, and an overworked faculty tie up resources and manpower. Deans must be sold on the idea of expanding their programs to include adult education. The recommendation was made that we provide them with statistical facts concerning the need for adult education,as was done in the case of Special Education. It was also suggested that we provide each dean with an informative volume on adult education about a week prior to our first personal contact. A good selection would be Adult Education: Outline of An Emerging Field of University Study, edited by Jensen, Liveright, and Hallenbeck.

3. Institute Agenda. Based on committee recommendations, our Workshop agenda will include selections from the following items:

a. Degree programs now in operation. Present state of the art.

b. Rationale for professional training in adult education (a look ahead).

c. Skills and attitudes needed by adult educators. Problems of the disadvantaged.

d. Comparing traditional and adult education approaches.

e. Relationship between teacher education programs and adult education programs in communities. Video-taping of various adult education programs in existence. What is missing? Where do we need improvement?

f. Settings for adult education: community centers, businesses, industry, churches, etc.

g. Basic data about adult education: available research; need for teachers; pressing needs of national priorities; how can colleges and universities tie into this?

h. How to get data: research thrust of higher education.

i. Evidence of industry's need for adult educators.

j. Requests from participating institutions.

k. Strategies for establishing programs.

l. Evaluation model: 1) quantitative
2) qualitative

m. Interdisciplinary approach.

n. Non-educator as a "Devil's Advocate" on program - maybe a member of the President's Advisory Committee on Adult Education.

o. Developing follow-up plans.

Members recommended that the program have a positive structure and that we concentrate on making it an informative three-day session. One of the goals of the Institute is to develop understanding of adult education in general and to build a whole rationale and philosophy. So that they can determine the anticipated direction for the future, it would be helpful if participants could be brought up-to-date on current and pending legislation concerning adult basic education and teacher training.

4, 5. Follow-up and Establishing Adult Education Teacher-Training Programs. It is not possible to designate a particular program design which we will support in an institution. Many colleges have well-defined teacher-trained departments and experienced personnel, while in states such as Alaska, institutional programs exist which can neither be described as graduate or undergraduate. Our interest is in the end products - the impetus given to

teacher-training programs in adult education.

In contemplating the back-home training programs for these institutions, committee members felt that the following items would probably be considered. How they are developed will depend upon the staff of the institution in possible consultation with members of this Advisory Committee:

a. A coalescing of knowledge with various departments and disciplines, with the college of education as the central core.

b. Access to the people we are going to serve: union leaders, community leaders, young men and women who are trained to teach in the elementary and secondary schools -- we must pull all these groups together.

c. Programs meeting the needs of adults in the nation rather than just the needs of the university or any other educational agency.

d. A rationale for adult education at the professional level.

e. State in which teachers are going to be operating: community colleges; many social agencies. What is the need?

f. Operational function - educational programs for adults from every department and discipline: Medicine, Engineering, Agriculture, etc. Training people at a leadership level rather than just at the classroom level.

g. Scope of program - for some colleges it may be unrealistic to develop a whole program right away. The administration is not going to ignore other priorities. To begin with, it may be input into an existing program using available teachers - eventually, a separate program.

h. The educational component - organization of learning as it relates to adult activities.

i. Components of a separate curriculum. What is unique about adult education?

j. Identifying prospective teachers with desirable personality

structures.

k. Diversification of program design - regional differences.

l. Major aspects of programs have commonalities across institutional lines.

The meeting was adjourned at 4:00 p.m.

APPENDIX 2

THE UNIVERSITY OF UTAH

SALT LAKE CITY 84112

GRADUATE SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

HIGHER EDUCATION
ADMINISTRATOR'S INSTITUTE
FOR TEACHER TRAINING
IN ADULT EDUCATION

ROOMS 140 AND 138
SPECIAL EVENTS CENTER
TELEPHONE (801) 322-6579

MEMORANDUM

TO: State Directors of Adult Education

FROM: Charles F. Caskey, Associate Director
Higher Education Administrator's Institute

DATE: August 25, 1970

SUBJECT: Recommendation Form
Higher Education Administrator's Institute
for Teacher Training in Adult Basic Education

As you may know, the University of Utah is sponsoring a national project funded by the U. S. Office of Education to organize and develop adult education teacher preparation programs in institutions of higher education.

Our present plan calls for contacts with key personnel in colleges and universities primarily in states west of the Mississippi River. Those deans and/or college administrators who indicate a commitment to adult programming in higher education may be invited to a work conference which is planned for the early part of December. The purpose of this workshop is to present to these leaders some skills and knowledge that will help them in establishing adult teacher training programs in their own institutions.

Recognizing that our program will succeed only if institutions that have certain qualifications and capabilities are invited to participate, we have formulated the following selection criteria, which are included in our contract with the United States Office of Education:

1. The institution is a higher education institution within the state.

2. The institution does have a teacher training component and does train teachers who, in turn, may become certified within the state without additional training from any other institution.

3. Adult teacher training is currently not included in the curriculum of the institution (for purposes of certification).

4. The institution indicates that it will cooperate with the State Director of Adult Education in the Department of Education within the state in organizing the needed teacher-training curricula.

5. Each participant must be an administrator of a teacher-training program in a college or university.

6. He is authorized to organize and administer classes for credit at his institution.

7. The participant may have had little or no experience in preparing professional personnel for their roles and responsibilities in adult education.

Members of the Advisory Committee who met with us in July recommended one or more of the following as additional criteria:

a. The institution agrees to send one person meeting the above criteria to the workshop.

b. The institution is willing to send other representatives at its expense.

c. The institution is willing to send a committee at its expense.

d. The institution is willing to organize a curriculum committee to identify and study problems in establishing adult teacher training programs, and to send one or more representatives of that committee to the workshop.

We are anxious to have your help in recommending institutions within your state which you feel should have priority in applying for participation in this program. Enclosed with this letter is a Recommendation Form which we have prepared for you. Will you please list the colleges and/or universities within your state with teacher-training components, and assign them a priority of 1, 2, or 3, and so on. (1 is first in priority). Include the names of key officials or deans who we may contact with regard to attendance at the workshop.

If you have any questions or desire further clarification, please contact this office at A/C 801, 322-6579. Our address at the University of Utah is:

Higher Education Administrator's Institute
Rooms 140 and 138, Special Events Center
University of Utah
Salt Lake City, Utah 84112

APPENDIX 2 (Cont.)

RECOMMENDATION FORM Priority # _____

FOR

PARTICIPATION AT THE

HIGHER EDUCATION ADMINISTRATOR'S INSTITUTE FOR TEACHER TRAINING IN ADULT

BASIC EDUCATION

Agency Making
Recommendation: _____

Address: _____

_____ Zip Code _____

A/C _____ Phone _____

Name of Person
Making Recommendation: _____

Recommended College
or University: _____

Address: _____

_____

Official to
be Contacted: _____ TITLE: _____

Telephone: _____ Ext: _____

Reasons Why You
Are Recommending
This Institution: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX 2.a.

DATA-GATHERING SHEET USED BY INSTITUTE STAFF

HIGHER EDUCATION INSTITUTIONS WITHIN YOUR STATE

(Name one at top of each column)

Answer these questions about each institution listed: (Use additional sheets if necessary)	Name _____ Address _____	Name _____ Address _____	Name _____ Address _____
) What diplomas and/or degrees are awarded?	2-yr. Diploma ☐ Assoc. of Arts ☐ Baccalaureate ☐ Master's ☐ Doctorate ☐ Other ☐	2-yr. Diploma ☐ Assoc. of Arts ☐ Baccalaureate ☐ Master's ☐ Doctorate ☐ Other ☐	2-yr. Diploma ☐ Assoc. of Arts ☐ Baccalaureate ☐ Master's ☐ Doctorate ☐ Other ☐
) What teaching credentials may be earned?	Teacher Assistant ☐ 2-yr. Credential ☐ Elementary ☐ Secondary ☐ Jr. College ☐ Special Education ☐ Adult Education ☐ Other ☐	Teacher Assistant ☐ 2-yr. Credential ☐ Elementary ☐ Secondary ☐ Jr. College ☐ Special Education ☐ Adult Education ☐ Other ☐	Teacher Assistant ☐ 2-yr. Credential ☐ Elementary ☐ Secondary ☐ Jr. College ☐ Special Education ☐ Adult Education ☐ Other ☐
) What Adult Education programs are offered for credit?	Administration ☐ Adult Learning ☐ Methods ☐ Other ☐	Administration ☐ Adult Learning ☐ Methods ☐ Other ☐	Administration ☐ Adult Learning ☐ Methods ☐ Other ☐
) To what extent has this institution cooperated with the State Department of Education regarding adult education?	Very Well ☐ As Well as Can be Expected ☐ Poorly ☐ Has Not Cooperated ☐	Very Well ☐ As Well as Can be Expected ☐ Poorly ☐ Has Not Cooperated ☐	Very Well ☐ As Well as Can be Expected ☐ Poorly ☐ Has Not Cooperated ☐
) List and give the title of at least 2 policy-making administrators in the teacher-training program.	Name _____ Title _____ Name _____ Title _____ Name _____ Title _____ Name _____ Title _____	Name _____ Title _____ Name _____ Title _____ Name _____ Title _____ Name _____ Title _____	Name _____ Title _____ Name _____ Title _____ Name _____ Title _____ Name _____ Title _____

APPENDIX 3

THE UNIVERSITY OF UTAH

SALT LAKE CITY 84112

GRADUATE SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

HIGHER EDUCATION
ADMINISTRATOR'S INSTITUTE
FOR TEACHER TRAINING
IN ADULT EDUCATION

ROOMS 140 AND 138
SPECIAL EVENTS CENTER
TELEPHONE (801) 322-6579

Because of the urgent and immediate need for training programs in adult education, the Graduate School of Education at the University of Utah recently applied for a federal grant to help further the professional development of those who are or will be helping others learn at the adult level. The grant proposal was based on the conclusion that not enough institutions provide training in adult education and that, in fact, more colleges and universities need to be encouraged to enter the field of adult teacher training.

One limitation encountered in earlier contacts with colleges and universities is the use of resources they possess to stimulate, encourage, and provide programs in pre-service and in-service training of teachers in adult education. Yet, it is the channeling of some of these resources into teacher training that could provide a tremendous advancement to the professional development of adult educators. Institutions of higher education already have the tools necessary to implement a sound program of professional and/or graduate training. The intellectual atmosphere of the academic community plus the availability of research facilities and personnel in the form of faculty and graduate students establish a solid base on which professional development may proceed.

As a result of funding received from the U. S. Office of Education under Title III Section 309B of the Adult Education Act of 1966, a training program is now underway at the University of Utah called the Higher Education Administrator's Institute for Teacher Training in Adult Education. It is hoped that this project will help motivate institutions to develop and upgrade adult teacher training programs by providing the following services:

1. Appropriate college officials, deans of colleges of education, or chairmen of teacher training departments from selected institutions will be flown to Salt Lake City, Utah during the early part of December to participate in a 3-day workshop at Park City, a popular winter resort area about 20 miles southeast of Salt Lake City.

2. To encourage administrators to increase their knowledge in the field of adult education, participants will have an opportunity to visit with adult education experts and to interact with college and university leaders selected from a 24-state area. Current practices and issues in adult education will be examined and discussed, and participants will have an opportunity to begin planning activities for their back-home situations.

3. After the workshop, and at the request of the institution, expert consultants in the field of adult education will be provided at the expense of the Administrator's Institute to assist in the development of an in-service training program (or workshop) for faculty at the institution, and to provide input for the modification and/or development of course work in adult education.

Unfortunately, Institute-sponsored participation at this time is limited to 25 administrators from selected colleges and universities. Therefore, the selection committee in making their decisions will be considering the extent to which each institution is committed to the need for developing or furthering their own programs in adult teacher training. To help them in making their selections, an application form has been prepared and is being sent to the institutions which were recommended by a number of adult educators assisting us in the project. A copy of this form is enclosed for your use in making application to attend.

If you have not yet been contacted by Dr. Charles F. Caskey, Associate Director, a member of the Institute staff will get in touch with you sometime in the near future to help clarify any questions you may have.

The Administrator's Institute supports the belief that if colleges and universities are to remain at the forefront of professional development, they must: a) emphasize the value of dedicating one's life to helping others learn at the adult level; b) encourage adult education teachers to remain contemporary; and c) have something relevant to offer when people come to the institution to better prepare themselves. Crash programs of teacher training in the forms of institutes or workshops have been helpful in providing a small core of better prepared adult teachers. But these efforts will have little impact unless they develop into on-going programs of teacher training for potential and established teachers.

Cordially yours,

Stephen Hencley

Stephen P. Hencley, Dean
Graduate School of Education

SPH/jkm

P.S. We would be especially interested in receiving your suggestions relative to program content in the December Workshop. Direct all inquiries and suggestions to either Dr. Charles F. Caskey, Associate Director, or Dr. Alton P. Hadlock, Director, at the address indicated on this letter for the Higher Education Administrator's Institute.

APPLICATION FORM

HIGHER EDUCATION ADMINISTRATOR'S INSTITUTE FOR TEACHER TRAINING
IN ADULT BASIC EDUCATION

December 7, 8, and 9, 1970

Treasure Mountain Inn
Park City, Utah

Since only a limited number of applicants can be selected, please answer the following questions:

Participant's Name: _____
First Middle Last

Home Address: _____

_____ Zip Code _____

Phone ( ) _____ Soc. Sec. No. _____

Name and Address of College, University, or Agency _____

_____

_____ Zip Code _____

Phone ( ) _____

List positions you hold which you feel are relevant to the goals of this Institute:

_____

_____

_____

_____

The Administrator's Institute is authorized to pay $15.00 per diem plus travel to and from the Institute for 25 participants. If your expenses exceed $15.00 per day, would you or your institution be willing to make up the difference?

_____

_____

Would your institution be willing to pay the expense for an additional person to attend the Institute? _____

_____

1. Describe how you are authorized to initiate new academic programs within your institution. If you are not a dean or department head, please include letters of verification from your dean or department head, or higher official(s).

2. Does your institution presently have a graduate or undergraduate program for teacher training in adult education? Yes_____ No_____

   If "Yes", please describe your program in some detail.

   If "No", to what extent is your institution willing to establish teacher training programs in adult education?

3. Please explain why you feel that there would or would not be mutual cooperation between your institution and the state officer of adult education with regard to promoting teacher training in adult education.

Please use the attached sheets for your answers and return the completed forms to:

Higher Education Administrator's Institute for
Teacher Training in Adult Basic Education
Rooms 140 and 138, Special Events Center
University of Utah
Salt Lake City, Utah 84112.

APPENDIX 4

PARTICIPANTS

HIGHER EDUCATION ADMINISTRATOR'S INSTITUTE

FOR TEACHER TRAINING IN ADULT EDUCATION

NAME	INSTITUTION
Bill J. Brisco Associate Professor of Educational Administration	University of Arizona Tucson, Arizona 85721
M. M. Gubser Assistant to the Dean	University of Arizona Tucson, Arizona 85721
Harry F. Hodge Dean, College of Education	Arkansas State University State University, Arkansas 72467
Ben A. Lewis Dean, Graduate School	State College of Arkansas Conway, Arkansas 72032
Leon Levitt Assistant Prof. of Teacher Education	University of Southern California Los Angeles, California 90007
Denzil Clegg Assoc. Prof. of Cont. Educ. Department of Education	Colorado State University Fort Collins, Colorado 80521
Paul Kaus Coordinator, Continuing Educ.	University of Idaho Moscow, Idaho 83843
Everett V. Samuelson Dean, College of Education	University of Idaho Moscow, Idaho 83843
Richard Lee Willey Dean, College of Education	Idaho State University Pocatello, Idaho 83201
Arthur Burman Professor of Education College of Education	University of Iowa Iowa City, Iowa 52240
Samuel Robert Keys Dean, College of Education	Kansas State University Manhattan, Kansas 66502

NAME	INSTITUTION
J. T. Sandefur Dean, School of Education and Psychology	Kansas State Teachers College Emporia, Kansas 66801
W. Eugene Werner Head, Department of Educational Administration	Kansas State Teachers College Emporia, Kansas 66801
William E. Gardner Associate Dean, College of Education	University of Minnesota Minneapolis, Minnesota 55455
Bob G. Woods Dean, College of Education	University of Missouri-Columbia Columbia, Missouri 65201
Arvin C. Blome Assistant Dean College of Education	Montana State University Bozeman, Montana 59715
James B. Case Chairman, Secondary Education	University of Nevada at Las Vegas Las Vegas, Nevada 89109
Richard L. Holemon Associate Dean Curriculum and Instruction	University of New Mexico Albuquerque, New Mexico 87106
Gene M. Wright Assistant Prof., Educational Foundations and ABE Specialist Cont. Ed. and Ext. Div.	University of New Mexico Albuquerque, New Mexico 87106
O. E. Lovell Dean, Graduate School	Nicholls State University Thibodaux, Louisiana 70301
Allan W. Sturges Professor and Chairman Department of Education	University of North Dakota Grand Forks, North Dakota 58201
Edgar L. Petty Chairman, Div. of Ed. and Psychology	Central State College Edmond, Oklahoma 73034
Eugene F. Cates Associate Dean College of Education	University of Oklahoma Norman, Oklahoma 73069

NAME	INSTITUTION
Loren M. Carlson Director of State-Wide Ed. Services	University of South Dakota Vermillion, South Dakota 57069
V. Duane Everrett Head, Department of Education	South Dakota State University Brookings, South Dakota 57006
Thomas Edward Moriarty Dean, School of Education	University of South Dakota Vermillion, South Dakota 57069
Oscar Lee Dorsey Dean of the College of Professional Schools	Southwest Texas State University San Marcos, Texas 78666
Earl Jones Director, Adult Education	Texas A & M University College Station, Texas 77843
Earl W. Harmer Chairman, Department of Education	University of Utah Salt Lake City, Utah 84112
Jack H. Cooper Professor of Higher Education	Washington State University Pullman, Washington 99163
Lloyd B. Urdal Chairman and Professor Department of Education	Washington State University Pullman, Washington 99163
Laurence A. Walker Acting Dean College of Education	University of Wyoming Laramie, Wyoming 82070

APPENDIX 5

A G E N D A

WORKSHOP

Higher Education Administrator's Institute for Teacher Training in Adult Basic Education

MONDAY, DECEMBER 7, 1970

8:00 A.M.	COFFEE	
9:00 A.M.	GOAL FORMATION	Shizuko N. Harry College of Education University of Utah
10:00 A.M.	BREAK	
10:30 A.M.	INTRODUCTIONS	

Charles H. Monson, Jr.
Associate Academic
Vice President
University of Utah

Stephen P. Hencley
Dean, College of Education
University of Utah

Paul V. Delker
U. S. Office of Education
Washington, D. C.

Roy B. Minnis
Region VIII Program Officer
for the U. S. Office of Education
Denver, Colorado

	ORIENTATION TO WORKSHOP	Alton P. Hadlock Project Director University of Utah
12:00 Noon	LUNCH	
1:30 P.M.	A REPORT OF THE SOUTHERN REGIONAL EDUCATION BOARD PROJECT IN ADULT LEARNING . . .	Charles E. Kozoll Southern Regional Education Board Atlanta, Georgia
3:00 P.M.	BREAK	
3:30 P.M.	SMALL GROUP DISCUSSIONS	
4:15 P.M.	PLENARY SESSION	
5:00 P.M.	DINNER	
8:00 P.M.	DEMONSTRATION OF SIMULATED GAME EXPERIENCES	Shizuko N. Harry Alton P. Hadlock

TUESDAY, DECEMBER 8, 1970

8:30 A.M.	THEORIES OF ADULT LEARNING FOR TEACHERS OF ADULTS	Howard R. McClusky University of Michigan Ann Arbor, Michigan
10:00 A.M.	BREAK	
10:30 A.M.	SMALL GROUP DISCUSSIONS	
11:15 A.M.	PLENARY SESSION	
12:00 Noon	LUNCH AND RECREATION	
3:30 P.M.	DEVELOPING A THEORY OF ADULT TEACHING	Jack Mezirow Teachers College at Columbia University New York
5:00 P.M.	DINNER	
7:00 P.M.	SMALL GROUP DISCUSSIONS	
7:45 - 8:15 P.M.	PLENARY SESSION	

WEDNESDAY, DECEMBER 9, 1970

8:30 A.M.	INDIVIDUAL OR GROUP PLANNING FOR BACK-HOME TRAINING OF FACULTY
10:00 A.M.	BREAK
10:30 A.M.	MORE PLANNING FOR BACK-HOME TRAINING
12:00 Noon	LUNCH
	Extended through 2:00 P.M. to allow time for check-out from hotel.
2:00 P.M.	REPORTS ON BACK-HOME PLANS (The Institute staff would like a copy.)

FAREWELL

APPENDIX 6

HIGHER EDUCATION ADMINISTRATORS" INSTITUTE QUESTIONNAIRE

Please return by May 10, 1971

VERY IMPORTANT: To the best of your knowledge, how many people have been involved in planning for, participating in, carrying out workshops, training sessions, new courses/programs, etc., as a result of your institution's participation in this Institute? (We are trying to get some estimate of our impact in terms of numbers of people involved in some way with the Institute.)

Total _____

How many college/university administrators? _____
(duties = primarily administrative)

How many college/university teachers? _____
(duties = primarily teaching)

How many state education officials? _____

Others? _____ _____

_____ _____

_____ _____

Total (should be the same as above) _____

WORKSHOP

1. What is your overall estimate of the Park City December-70 Workshop?

1	2	3	4	5	6	7
Outstanding						Inferior

2. Did you learn anything at the Workshop that has helped or could help you in setting up a teacher preparation in adult education program?
Yes _____ No _____ Please explain.

3. What would you change if you were setting up a similar workshop?

4. Do you think it would be beneficial to hold a similar workshop for new and previous participant institutions in FY-72 (if the Institute is continued)? Yes _____ No _____ If not, what do you suggest?

POST-WORKSHOP ACTIVITIES

5. Did your institution use the Consultant Service provided by this Institute? Yes _____ No _____

   a. If so, who served as the consultant?
   b. When?
   c. How was he (she) used (e.g., as a consortium resource person, as a consultant to an interdepartmental meeting, etc.)?

   d. With whom did he (she) work? (Please estimate number of persons involved also)

   e. What did he (she) help accomplish?

6. Has your institution held any in-service training sessions, workshops, conferences, etc.? Yes _____ No _____ If so, please describe, including mention of number involved. If no, is anything planned? Yes _____ No _____

7. Has your institution added or started planning any new courses in teacher preparation for adult education? Yes _____ No _____
If so, please list and describe briefly, indicating if they are graduate/undergraduate and required/not-required. If not, is it likely that any will be added in the next year or two?
Yes _____ No _____

8. Has your institution started or begun planning any new degree program in teacher preparation for adult education? Yes _____ No _____
If so, please describe briefly. If not, is it likely that anything will be added in the next year or two? Yes _____ No _____

9. Has your institution hired any new faculty in the adult education area? Yes _____ No _____. If so, how many? _____ Part-time or full-time? _____. Rank? _____
_____

If none have been hired, is it likely that any will be hired in the next year or two? Yes _____ No _____

10. What has been the response to your Institute-related activities? Have there been any particular sources of resistance? Describe as you see fit.

11. To what extent has your institution coordinated with the State Director of Adult Education?

12. Could your institution benefit from the services (consultant, workshops) of the Institute during FY-72? Yes _____ No _____

13. Would you recommend that the Institute be continued for FY-72?
Yes _____ No _____ Why?

14. May we quote you? Yes _____ No _____

15. May we include your name if we quote you? Yes _____ No _____

16. Would you now examine the attached Back Home Plan, which you drew up at the December-70 Workshop. Please indicate by a check mark which parts of the plan:

    a. Have been completed
    b. Will probably be completed sometime in the next year or two
    c. Have been deleted or changed (describe briefly the changes and also mention any additions to the plan)

Thank You!

APPENDIX 7.a.

SOUTHWESTERN ADULT EDUCATION ASSOCIATION FORMED

Representatives from ten universities and the five state departments of education of the Southwest met in Dallas, March 12, to coordinate their teaching and research efforts in adult education and formed a new organization, the Southwestern Association for Adult and Continuing Education. Dr. Donald Clark, Associate Dean of the College of Education and Dr. Earl Jones, Director of Adult Education, attended from Texas A & M University. Central State College (Edmond, Oklahoma), Nicholls State University (Thibodaux, Louisiana), University of New Mexico at Albuquerque, State College of Arkansas (Conway), Arkansas State University, Southwest Texas State University, University of Texas at Austin, Stephen F. Austin University (Nacogdoches, Texas), the University of Oklahoma, and Texas A & M University affiliated themselves with the Association. Other agencies and institutions working in the adult field will be invited to membership.

The Association decided upon the study of student motivation as its first concern and prepared a tentative joint plan for researching the problem. Exchange of information and promoting sounder programs in teacher training and in the field were agreed upon as the primary long range tasks.

Dr. Earl Jones chaired the organizational meeting and was elected the Association's first president. Dr. Richard Mitchell of Central State College in Oklahoma was named vice president.

The first meeting was jointly sponsored by the University of Texas Adult Education Project and the University of Utah Adult Education Administrators Program. Dr. Howard McClusky served as consultant to the organization.

APPENDIX 7.b.

DEANS' ADULT EDUCATION CONFERENCE

March 21-23, 1971 Kansas City, Missouri

Sunday

5:00 - 6:00 P.M.	Registration - Main lobby
5:00 - 6:00 P.M.	Social Adjustment Seminar - Continental Suite 425
6:00 - 9:00 P.M.	Dinner Buffet and Program - Ballroom ---Presiding Dean - Samuel R. Keys ---"Setting the Scene" - Alton P. Hadlock ---"Adult Education - The State of the Union" - George F. Aker
Afterglow	Development Clinics

Monday

8:00 - 9:30 A.M.	Breakfast Banquet and Program - Ballroom ---Presiding Dean - Bob G. Woods ---"Adult Basic Education -- An Overview" Donald Mocker ---Continuity Adjustment - George F. Aker
9:30 - 11:00 A.M.	Developmental Clinics
11:00 - 11:15 A.M.	Coffee Break - Exhibit Hall
11:15 - 12:00 NOON	Group Sharing Session - Exhibit Hall
12:00 - 1:00 P.M.	Lunch - Ballroom
1:30 - 2:15 P.M.	Stimulus Session - Exhibit Hall ---Presiding Dean - J. T. Sandefur ---"Adult Basic Education -- A Personal View" - Mrs. Valorie Brice ---Continuity Adjustment - George F. Aker
2:15 - 3:45 P.M.	Development Clinics
3:45 - 4:15 P.M.	Coffee Break - Exhibit Hall
4:15 - 5:00 P.M.	Group Sharing Session - Exhibit Hall
After 5:00 P.M.	Social Adjustment Seminar Revisited

DEANS' ADULT EDUCATION CONFERENCE (Cont.)

Tuesday

Breakfast Open	
9:00 - 9:30 A.M.	Stimulus Session - Exhibit Hall ---Presiding Dean - Arthur C. Burman ---Consultant Comments - George F. Aker ---"Where Do We Go From Here?" - W. Eugene Werner
9:30 - 12:00 NOON	Back Home Application and Formulation of Institutional Reports - Institutional Groups
12:00 - 1:30 P.M.	Lunch - Open
1:30 - 2:30 P.M.	Deans Report - Exhibit Hall ---Presiding Dean - William E. Gardner
2:30 - 3:00 P.M.	Conference Summation - George F. Aker

Participating Institutions:

Kansas State Teachers College
Kansas State University
University of Iowa
University of Minnesota
University of Missouri

ADULT EDUCATION FAIR
AGENDA

April 30, 1971

Knight Hall Conference Room
University of Wyoming

8:00 - 9:00 A.M.	REGISTRATION - Knight Hall Lounge
9:00 - 9:15 A.M.	"COME TO THE FAIR" General Chairman - Charles P. Cooper, Coordinator, Conferences and Institutes WELCOME Hugh B. McFadden, Vice President in Charge of Extension Services
9:15 - 10:15 A.M.	"ADULT EDUCATION IS FAIR GAME" Coolie Verner, Professor of Adult Education, University of British Columbia and International Authority on Adult Education
10:15 - 10:30 A.M.	"SIDE SHOW" (Coffee Break)
10:30 - 11:30 A.M.	"THE JUDGING CONTEST" - Discussion of Accomplishments, Failures and Prospects for Wyoming Chairman - Laurence A. Walker, Dean of the College of Education Robert Frary, Associate Director of Agriculture Extension Jack Alford, Associate Director of Adult Education and Community Service Charles Carpenter, President of Laramie County Community College Richard Rowles, Director of Adult Basic Education for the State Department of Education Al Schultz, Superintendent of Schools, Rawlins, Wyoming
11:30 - 12:00 NOON	"WHEN THE CHIPS ARE DOWN" - Questions and Answers - Chairman - Laurence A Walker, Dean of the College of Education
12:00 - 1:30 P.M.	"WRANGLERS' BARBECUE" (Lunch) - Chef Cafe "COMMENTS FROM THE HEAD VET" William D. Carlson, President of the University of Wyoming
2:00 - 3:00 P.M.	"IN THE SHOW RING" - Adult Education Personnel Needs in Wyoming Chairman - Hugh B. McFadden, Vice President in Charge of Extension Services Charles Rogers, President of Eastern Wyoming College at Torrington Glenn Engelking, Superintendent of Schools at Lovell, Wyoming Dale Lucas, Assistant State Superintendent of Public Instruction James Andersen, Coordinator of School Services, University of Wyoming
3:00 - 4:00 P.M.	"TIME TO TAKE STOCK" - Alton Hadlock, Professor of Adult Education, University of Utah
4:00 P.M.	"YOU BE THE JUDGE" - What's Happened? Coolie Verner

PROCEEDINGS OF MSU CONFERENCE FOR TEACHER TRAINING IN ADULT EDUCATION

Montana State University
College of Education
Bozeman, Montana
May 6, 1971

Participants:

Dean Earl Ringo, College of Education, MSU
Arvin C. Blome, Chairman, MSU
Ron Allen, Northern Montana College
Richard Stedtfeld, Western Montana College
Richard Gruber, Eastern Montana College
Brent Poulton, State Department of Education
Max Amberson, MSU

Consultants:

Dr. James Kincaid, Colorado State University
Dr. Alton Hadlock, University of Utah
Dr. Fritz Caskey, University of Utah

Purpose of Meeting:

1. To begin a cooperative assessment of the needs for training teachers and administrators of adult education in the state of Montana.

2. To discuss and plan ways of meeting teachers' training needs and development of necessary programs.

3. To discuss specific needs, such as adult education for Indians.

SUMMARY

The meeting opened with discussion and various definitions of Adult Education -- What, Why, and for Whom?!

1. Educational experience

   A. Vocational training
   B. Enrichment

2. General education in meeting community needs

3. All training beyond high school age

APPENDIX 7.d.
(Cont.)

4. Planned experiences causing behavioural changes in adults

5. Institutions and agencies

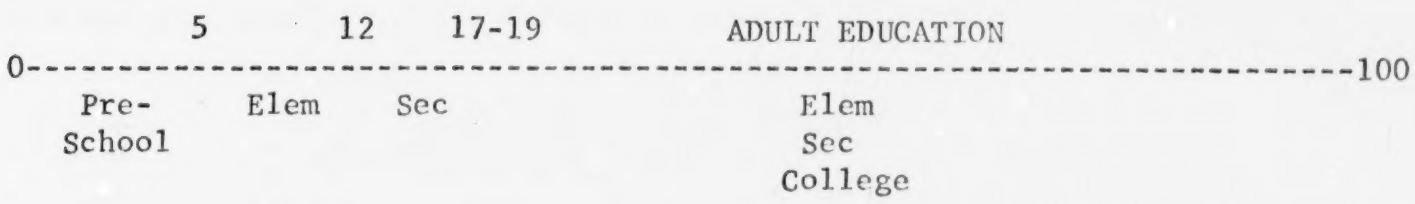
6. Provide basic education (dropouts, etc.)

7. Provide leisure time activities

8. Information for better citizenship

9. Formal vs. informal

Age-Line Continuum



Dr. Alton Hadlock, Director of the Higher Education Administration Institute for Teacher Training in Adult Education, University of Utah, briefed the group on the purpose and background of the Institute and proceedings at the Park City Conference.

Mr. Brent Poulton, ABE Supervisor of the Montana State Department of Education, had some questions from the view of a State Department representative and their implications for adult education in the state.

Dr. James Kincaid, Colorado State University, gave the group examples of projects in operation and possible ways of assessing real needs.

After a spirited discussion on the three above-mentioned items the chairman divided the group into three sub-groups and asked each to think about "How and where needs could be assessed?" The results of the "brainstorming task force" follow:

GROUP I

HOW AND WHERE -- Needs Assessment

APPENDIX 7.d.
(Cont.)

1. Identify other professional resources

   A. Co-op extension
   B. Governor's office (Economic planning)
   C. Local project adult education leaders
   D. Vocational education professionals

2. Non-professional community resources

   A. Church people
   B. Service organizations
   C. Business leaders

3. Those to be served

   A. Disadvantaged
   B. General interest
   C. Vocational training

   The purpose of assessment of each of these three groups will be to ask (1) What is needed personally? (2) What is needed in the community?

HOW

1. Determine power structure of community

2. Determine objectives of power structure now

3. Identify "pushers" and "pullers" working for change

4. Understand nature of social action process

GROUP II

"COMMUNITY OF NEEDS"

1. Identify social and economic interest groups (People)

   A. Educational Systems

      Public schools)
      Vocational-Technical Schools) Input from these
      Community Colleges) groups
      Higher Education Institutes (4Years))

   B. Service Institutions

      Public Health)
      Welfare) Input from these groups

APPENDIX 7.d.
(Cont.)

C. Special Interest Groups

Minority groups -- Indian Councils)
Voluntary groups) Input from these groups
Civic associations)

2. Involve representatives of these interest groups in need assessment

A. Task forces

(1) Identify goals and group tasks
(2) Regionalize by areas of higher education institutions
(3) Include representatives from inherent groups in each area
(4) Utilize "research" of documentation (Census)
(5) Survey assessments

GROUP III

WHAT ARE THE NEEDS OF THE INDIAN COMMUNITY?

Determination of needs through communication with:

1. Tribal Council
2. S.D.P.I. Indian Department (state agency)
3. B.I.A. (federal agency)
4. Local leaders (Indian and white)
5. Reservation citizens
6. Local educators (administration and teachers)
7. Employment security office
8. Welfare officials
9. Church officials
10. Local businessmen
11. Civic organizations
12. O. E. O. officials
13. W.I.N. programs
14. University officials

Again, considerable interaction took place. Repeatedly, attention was drawn to the need for somehow including teaching of adults in our undergraduate teacher education program. The concensus was that this should also be included in our school administration and counselor education programs.

The discussion took many tangents, but the professional, self-disciplined group always returned to the points at hand.

APPENDIX 7.d.
(Cont.)

What should be the next step? It was agreed that another and more detailed planning session was needed prior to the "big meeting." A little broader representation was also suggested for the next conference.

In training teachers, certain points should be considered:

1. Developing skill in need assessment
2. Retraining -- process
3. TNT Programs as possible vehicles
4. Involving all personnel in some type of adult education
5. Where are we?

After lengthy argumentation, the following organizations and institutions were considered as part of the group that should be included in the "big meeting" this fall:

MSU
Eastern
Western
Northern
UM
Mont Tech
Flathead Community
Dawson College
Miles City Community
Helena Vo Tech
Billings Vo Tech
Butte Vo Tech
Bozeman Vo Tech
Great Falls Vo Tech
Missoula Vo Tech

Manpower Development
Indian Alliance
Tribal Councils
Farmers Union -- Ed Committee
Montana Council of Churches
Migrant Council
Board of Institutions
(Ed Kellner)
Library Association
Peace Officer Association
County Agents

Extension -- Ag and Home Ec
State Department -- Vocational Educ (Ohlman)
ABE (Poulton)
Instr (Skarr)
MASA Representative (Admin)
ABE Representative
MPGA Representative (Counselors)
MEA Representative (Teachers)
AFT Representative (Teachers)
MSBA (School board)
Governor's Office
OEO Representative
EMP Security
Public Health
Social Welfare
Model Cities
BIA
Chamber of Commerce -- Ed Committee
Farm Bureau -- Educational Committee
PTA
Labor Unions -- AFL, CIO, Mill and Smelters
Electrical Workers
Bar Association
AAA (Alcohol)
Butte Project (Teachers -- Span Amer & Indian)
Home Demonstration Agents

APPENDIX 7.d.
(Cont.)

No one debated the point that the above group was a little too large for planning, thus a more concise list was formulated. The following representation should be involved in the June meeting for "Training individuals to teach adults in meeting needs as assessed:"

Dean Earl Ringo -- MSU
Arvin C. Blome -- MSU
Max Amberson -- MSU
Dick Gruber -- Eastern
Dick Stedtfeld -- Western
Ron Allen -- Northern
UM Representative
Montana Tech Representative
Flathead Community Representative
Dawson College Representative
Miles City CC Representative
Vo-Tech Representative
Extension Representative
State Department -- Brent Poulton

CONSULTANTS

Dr. James Kincaid
Dr. Alton Hadlock
Dr. Fritz Caskey

The next meeting will be Monday, June 28, at 9:00 a.m.

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

DEPARTMENT OF EDUCATION
(303) 491-5305

May 18, 1971

Dr. Charles F. Caskey, Associate Director
Higher Education Administrator's Institute
The University of Utah
Graduate School of Education
Salt Lake City, Utah 84112

Dear Dr. Caskey:

Enclosed is a copy of a memo that has been sent to selected persons who we feel should be involved in thinking through a teacher training program in adult basic education. Our plans for the 24th and 25th are as follows:

Afternoon of the 24th - Dialogue with the CSU staff in Continuing Education.

Morning of the 25th - Dialogue with personnel from the State Department of Education.

Afternoon of the 25th - Our memo is directed toward bringing these groups together plus other key persons for the noon luncheon and afternoon session.

If you need any assistance in getting from the airport to Fort Collins, please let me know. For your information, in our ABE work we are using Budget Rent-a-Car. However, we will come and get you if you would like us to do so. We will make arrangements for housing at your request.

Very truly yours,

Denzil O. Clegg
Associate Professor of
Continuing Education

DOC/r
Encl.

APPENDIX 7.3.
(Cont.)

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

DEPARTMENT OF EDUCATION
(303) 491-5305

May 18, 1971

Re: Teacher Training in Adult Basic Education

Colorado State University is one of 25 institutions in this region participating in a U. S. Office of Education project designed to assist administrators of higher education develop state-wide teacher training programs in adult education. Dr. Alton Hadlock of the University of Utah is the Director of this project.

During May 24 and 25, selected CSU administrators and faculty as well as representatives of other organizations and agencies in Colorado concerned with basic education of adults are being asked to meet with representatives of the University of Utah and CSU staff members in Continuing Education to discuss this project. It is felt that by bringing individuals and groups together to determine what is being done in the field of basic education for adults, CSU's role and responsibilities can be identified. Thus, the purpose of the discussions on May 24 and 25 will be: (a) to determine what is being done in basic education for adults; (b) to identify issues and problems which need to be considered in developing an educational program for teachers of disadvantaged adults; and (c) to develop a strategy for planning a teacher training program.

In planning the activities for these two days, it was felt that you were a key person to include in the discussions. We would like your participation in a luncheon-discussion session on Tuesday, May 25, in the Long's Peak Dining Room of the Student Center, from 12:00 Noon to 1:00 p.m. Following the luncheon we will meet for the afternoon in the Long's Peak Lounge and direct our attention to the three items listed above. Please let me know if you would like a meal reservation for the luncheon. Our phone is 491-6289.

For your information, Dr. Arvin Blome will be assisting the University of Utah with the project. He has just completed a similar session at Montana State University.

Sincerely,

Denzil O. Clegg
Associate Professor of
Continuing Education

DOC/r
cc: Dr. Charles F. Caskey
Dr. Arvin Blome

STAFF OF THE INSTITUTE

Alton P. Hadlock, Director

Charles F. Caskey, Associate Director

Shizuko N. Harry, Department of Education
University of Utah

Ginger M. Walmsley, Executive Secretary

MEMBERS OF THE ADVISORY COMMITTEE

Robert Altman	Western Interstate Commission for Higher Education
Robert D. Boyd	Commission of Professors of Adult Education
Bayard Clark	U. S. Office of Education, Washington, D. C.
Brent H. Gubler	Utah State Board of Education
Harry Hilton	Regional Program Officer, U. S. Office of Education
Glenn Jensen	Commission of Professors of Adult Education
Willard Lane	University Council for Educational Administration
James E. Lightbody	Assistant Superintendent of Lincoln Vocational and Technical Schools
Roy B. Minnis	Regional Adult Education Program Officer, U. S. Office of Education
Calvin Nichols	Regional Adult Education Program Officer, U. S. Office of Education
Carwin Y. Peterson	Utah System of Higher Education
Avard Rigby	Utah State Board of Education
Everett Samuelson	Association of Deans of Colleges of Education

APPENDIX 10

U. S. DEPARTMENT OF HEALTH, EDUCATION, and WELFARE
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Jean Hinsley
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REGION VIII

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Alvie Thomas
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State Capitol
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State Directors of Adult Education (Continued)

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R. W. Rowles, Director
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